

Work sample: Understanding characters – *Idjhil*

Relevant part of the achievement standard

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tense and appropriate punctuation to support meaning.

Summary of task

After listening to the story *Idjhil* by Helen Bell, students were asked to complete a graphic organiser which required them to:

1. Interpret ideas and information.
2. Identify emotional consequences of actions of characters.
3. Infer motives of characters.
4. Select words for specific effect.
5. Use relevant vocabulary.

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

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Name: _____ Date: _____

After you have heard the story *Idjhil* by Helen Bell complete the table below describing how various characters felt at different times during the story. You may not be able to fill in all the boxes.

	Living in the bush	When the wadjallah came	At the mission home at Mogumber	Now
Idjhil	Happy excited proud relaxed	scared worried frightened unhappy	worried not him self	happy, still quite sad
His parents	proud good at home	worried but okay because they think nothing will happen	very scared for kids very very worried	
The wadjallah	can be unhappy angry	they felt bad unhappy	not good, sad	
You	happy for them excited	scared that some thing will happen	very sad for the children	still quiet sad

Annotations

Recalls the characters and events from a story listened to.

Identifies how events in a story affect the characters, and makes inferences about how they might feel.

Uses a variety of words to describe characters' feelings, for example 'proud', 'relaxed', 'scared'. However does repeat some words when describing characters' feelings, for example 'sad', 'happy'.

Provides extra detail about the characters' feelings, for example his parents were 'worried [for the kids] but [they're] OK because they think nothing will happen'.

Applies spelling rules when applying morphemic knowledge, for example dropping the "y" when adding 'ed' in worried. However, confuses homophones 'quite' and 'quiet'.

Expresses a point of view about the way they would feel in similar circumstances.

Annotation summary

This work sample provides evidence of a student's understanding of characters in a literary text and how the events of the story impact on their feelings. It shows that the student has been able to identify emotional consequences of actions of characters and use relevant vocabulary to describe various characters' feelings. This work sample demonstrates the use of sentence fragments rather than conventional structures and their associated punctuation.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.